DOCUMENT RESUME

ED 119 431 EC 081 561

AUTHOR	Houts, Peter S.; Scott, Robert A.
TITLE	Goal Planning with Developmentally Disabled Persons: Procedures for Developing an Individualized Client Plan.
INSTITUTION	Pennsylvania State Univ., Hershey. Dept. of Behavioral Science.
SPONS AGENCY	Pennsylvania State Dept. of Public Welfare, Harrisburg. Office of Mental Retardation.; Social and Rehabilitation Service (DHEW), Washington, D.C.
PUB DATE	75
GRANT	56-P-15404/3-02
NOTE	98p.; For related documents, see EC 081 562, 563
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage
DESCRIPTORS	Exceptional Child Education; *Goal Orientation; Individualized Programs; *Inservice Education; Mentally Handicapped; *Program Planning; Workbooks; *Workshops
IDENTIFIERS	*Developmental Disabilities; Individualized Client Plans

ABSTRACT

Outlined in the workbook are workshops designed for training front-line staff in writing individualized client plans for developmentally disabled persons. It is noted that workshops are taught by audio tape along with an associate instructor in small groups of four to eight individuals. Stressed are four basic goal planning strategies: involving the client from the beginning, using the client's strengths to set goals which help with his needs, taking small steps to reach the goal, and stating clearly who will do what and when. Excercises for each of the five sessions are summarized and illustrated (in cartoon form) and instructional materials (evaluation forms) are provided. (SB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED119431

GOAL PLANNING WITH DEVELOPMENTALLY DISABLED PERSONS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PROCEDURES FOR DEVELOPING AN INDIVIDUALIZED CLIENT PLAN

PETER S. HOUTS **ROBERT A. SCOTT**

WITH THE ASSISTANCE OF:

JUDITH L. CHRONISTER
FRANK D. GILLIS, JR.
ROBERT W. HENCH, JR.
CAROL A. JOHNSTON
JOSEPH P. LEASER
DAPHNE G. LUCAS
FRANK L. PIERCE
CECELIA ROBINSON

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Peter S. Houts
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

ILLUSTRATED BY ROBERT L. JEFFERSON

EC081561

This is a revision of the workbook entitled "Goal Planning with the Mentally Retarded."

This work was supported, in part, by Grant #56-P-15404/3-02 from the Social and Rehabilitation Service, Department of Health, Education, and Welfare, Washington, D.C. and by a Contract with the Office of Mental Retardation, Department of Public Welfare, The Commonwealth of Pennsylvania.

The secretarial assistance of Barbara Haas is gratefully appreciated.

Reproduction of these materials is encouraged under the following conditions: (1) the authors must be informed; (2) the material must not be altered; (3) the material cannot be sold for profit.

Copyright (C) 1975 by Peter S. Houts and Robert A. Scott

GOAL PLANNING WITH DEVELOPMENTALLY DISABLED PERSONS.

INTRODUCTION

These workshops are designed to give you experience in writing individualized client plans with developmentally disabled persons. Workshops will be taught by audio tape along with an associate instructor who will be present with you at each of the five sessions. In the first session you will work with case material that we give you, but in later sessions, you will be working entirely on your own cases. This workbook will hold all of the instructional materials and exercises for the course. At the end of this workshop series, you should be able to write goal plans that other people who work with developmentally disabled persons can easily understand and follow.

SUMMARY OF WORKSHOP SESSIONS

Session I.

A. Group members read the workbook material that explains the four basic strategies of goal planning:

   (1) Involve the client from the beginning.
   (2) Use the client's strengths to set goals which help with his needs.
   (3) Use small steps to reach the goal.
   (4) State clearly who will do what and when.

B. Group members discuss personal strengths that they use in their work and ways that they are using goal planning ideas now.

C. Participants do an exercise in using clear language.

D. The group practices breaking a goal down into small steps.

E. One group member is asked to present one of his cases at the next meeting.

Session II.

A. Group reviews the four basic strategies of goal planning.

B. The issues of rewards and client involvement in goal planning are discussed.

C. Group members do an exercise in using strengths to help with needs.

D. A group member presents a case that he is working with and discusses the client's background.

E. Group interviews the person and, with his help (if possible) constructs a strength-need list.

F. The group and the client develop a goal plan.

G. Assignment: Each group member chooses one person that he is working with and develops a strength-need list and some ideas for a goal plan. This should not be a difficult case.

Session III.

A. A progress report is given for the goal plan which was written during session two.

B. Participants do an exercise which stresses the importance of using clear language when writing a goal plan.

C. Participants work in pairs to develop goal plans for their clients.

D. Each participant presents his goal plan to the group.

E. Group members discuss each other's goal plans to be sure (1) the client was involved (2) his strengths were used to help with his needs (3) the steps were reasonable for the client, (4) responsibilities and target dates were clearly stated.

F. Assignment: Group members begin to work on the goal plans they just discussed. As a group, they also select one or two clients with problem behaviors to develop goal plans for at the next session. Group members who know the clients prepare strength-need lists to use at the next session.

Session IV.

A. Progress reports are given for the goals set in sessions two and three.

B. The group does an exercise in finding strengths with difficult clients.

C. The two strategies for working with difficult clients are presented.

(1) Increase the client's positive behaviors.
(2) Use small goals with small steps.

D. Group members help each other use the two strategies to develop goal plans for problem clients.

E. Assignment: Group members will meet with the clients they just discussed and involve them in the plans. This may mean changing the plans. If possible, work should begin on the plans before the next session.

Session V.

A. Progress reports are given for the goal plans written in sessions two, three, and four.

B. Group members discuss how they have used the goal planning rules in their work.

C. The relationship of goal planning to other behavior change programs is discussed.

D. The group discusses how they will use goal planning after the workshops are completed.

E. Participants evaluate the workshops.

F. Conclusion, hand out certificates.

SESSION ONE

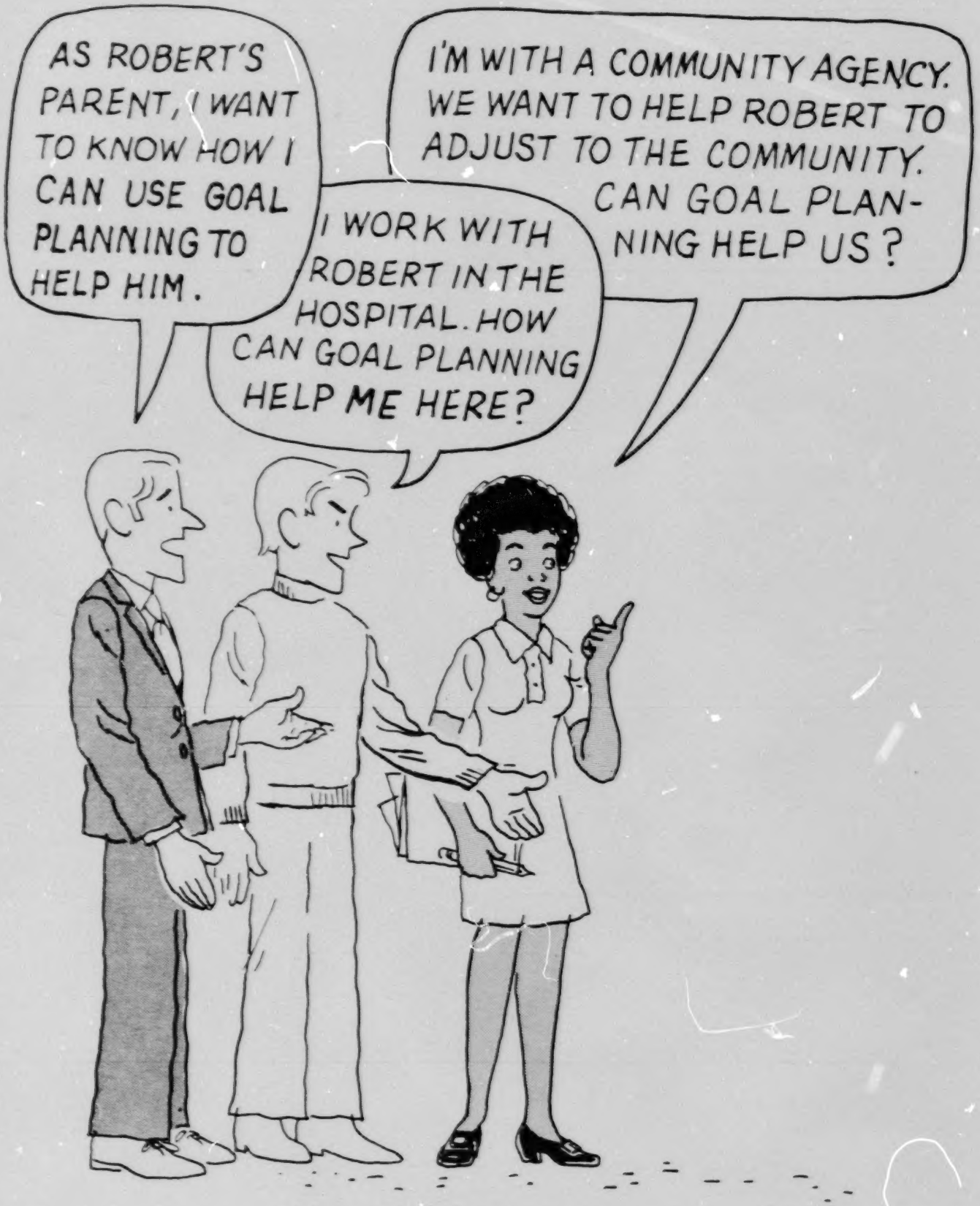
HERE'S WHAT YOU WILL BE DOING IN THIS SESSION:

1) LEARN THE FOUR BASIC STRATEGIES OF GOAL PLANNING.

2) DISCUSS SOME OF THE PERSONAL STRENGTHS THAT YOU USE IN YOUR WORK AND SOME OF THE WAYS THAT YOU ARE USING GOAL PLANNING IDEAS NOW.

3) DO AN EXERCISE IN USING CLEAR LANGUAGE.

4) WRITE A GOAL PLAN USING SMALL STEPS TO REACH THE GOAL.


AS ROBERT'S PARENT, I WANT TO KNOW HOW I CAN USE GOAL PLANNING TO HELP HIM.
I WORK WITH ROBERT IN THE HOSPITAL. HOW CAN GOAL PLANNING HELP ME HERE?
I'M WITH A COMMUNITY AGENCY. WE WANT TO HELP ROBERT TO ADJUST TO THE COMMUNITY. CAN GOAL PLANNING HELP US?

YES, GOAL PLANNING CAN HELP ANYONE WORKING WITH CLIENTS. ROBERT AND I WOULD BE GLAD TO EXPLAIN THE FOUR BASIC IDEAS OF GOAL PLANNING.

FIRST: INVOLVE THE CLIENT FROM THE BEGINNING.

TREAT THE CLIENT THE WAY THAT YOU WOULD LIKE TO BE TREATED. PUT YOURSELF IN HIS SHOES AND TRY TO FEEL WHAT HE FEELS.

THE CLIENT'S LIKES AND WANTS SHOULD BE PART OF EACH GOAL THAT IS SET.

AS MUCH AS POSSIBLE, THE CLIENT SHOULD PARTICIPATE IN SETTING THE GOALS.

ALWAYS EXPLAIN THE GOALS TO THE CLIENT.

SECOND: USE THE CLIENT'S STRENGTHS TO SET GOALS WHICH HELP WITH HIS NEEDS.

1) MAKE A LIST OF THE CLIENT'S STRENGTHS – WHAT HE CAN DO, WHAT HE LIKES TO DO AND OTHER PEOPLE WHO ARE WILLING TO HELP.

2) MAKE A LIST OF HIS NEEDS – POSSIBLE GOAL AREAS.

3) REVIEW THE STRENGTH LIST TO SEE HOW HIS STRENGTHS CAN BE USED TO HELP WITH HIS NEEDS.

THIRD: USE SMALL STEPS TO REACH THE GOAL.

TRY TO MAKE EACH STEP SOMETHING YOU CAN ACHIEVE IN A FEW DAYS TO A WEEK.

EACH STEP SHOULD BE MASTERED BEFORE GOING ON TO THE NEXT.

IF YOU AREN'T MAKING PROGRESS, IT'S PROBABLY BECAUSE YOUR STEPS AREN'T SMALL ENOUGH.

FOURTH: STATE CLEARLY WHO WILL DO WHAT AND WHEN.

DESCRIBE WHAT THE CLIENT WILL DO OR HOW HE WILL BE ACTING WHEN THE GOAL IS ACHIEVED.

MAKE SOME PERSON OR PERSONS RESPONSIBLE FOR HELPING THE CLIENT ACHIEVE EACH STEP.

ALWAYS HAVE A TARGET DATE FOR THE STEP YOU ARE WORKING ON. (THIS CAN BE CHANGED.)

SPELL OUT CLEARLY WHAT IS TO BE DONE SO THAT A NEW PERSON COULD READ THE PLAN AND KNOW WHAT TO DO.

THIS IS A GOAL PLAN THAT WE DEVELOPED WITH ROBERT. LET'S LOOK AT THE STEPS THAT WE WENT THROUGH:

(1) THE FIRST STEP IN GOAL PLANNING IS TO MAKE UP A STRENGTH-NEED LIST.

The people working with Robert met and, together with Robert, they made up a strength-need list.

STRENGTHS (What the client can do, what he likes to do and other people who are willing to help.)	**NEEDS** (State these positively — what he should be doing)
1) Robert dresses himself.	1) Robert needs to share his toys with other children.
2) Robert is toilet trained.	2) Robert needs to speak clearly so that other people can understand him.
3) Robert will do what you ask if you stay with him.	3) Robert needs to learn to use utensils and feed himself without spilling his food.
4) Robert's aunt is very interested in him and will help. Robert likes his aunt very much.	
5) Robert can use a spoon.	
6) Robert likes to play catch with a ball.	
7) Robert likes Mrs. Smith, a staff member.	

Robert added the last two items on the strength list.

2) **NEXT THEY DECIDED WHICH GOAL THEY WERE GOING TO WORK ON FIRST.**

Mrs. Smith said she would like to see Robert learn to use utensils and eat neatly. Robert and the others agreed that this would be a good first goal.

3) **THEN THEY REVIEWED HIS STRENGTH LIST** for approaches they could use to reach the goal. They came up with these ideas:

Mrs. Smith can teach Robert (using the strengths that he likes her).

Mrs. Smith can start by showing him how to eat neatly with a spoon (using the strengths that he can use a spoon and will do what you ask).

His aunt can visit him to see how well he can feed himself (using the strength that he likes his aunt and she in interested in him).

Playing catch can be used as a reward (using the strength that he likes to play catch).

4) **NEXT THEY DECIDED ON THE STEPS TO REACH THE GOAL.**

They used small steps that they thought could reasonably be reached in a week.

5) **FINALLY THEY WROTE OUT A GOAL PLAN** like the one on page 20 using clear language and a target date for each step.

NAME:	DATE:
ROBERT JONES	Feb. 21

PRESENT CLIENT BEHAVIOR (and strengths used in the plan)

Robert is fed by Mrs. Smith. He can eat with a spoon, but he spills food all over himself and the table. He likes Mrs. Smith, likes to play catch, has a favorite aunt who is interested in him, and he will do what you ask if you stay with him.

GOAL (What the client will be doing when each step is reached. Use as many or as few steps as you need.)	TARGET DATE	METHOD (Staff and/or Family responsibilities
1ST STEP Robert eats soft foods neatly with a spoon. Mrs. Smith feeds him other food.	Feb 28	Mrs. Smith guides Robert's spoon to his mouth at first. Gradually, she lets him guide the spoon as long as he is neat. If he is neat, she will play catch with him later.
2ND STEP Robert feeds himself soft food with a spoon and eats hard food (meat, etc.) with a fork after it has been cut by Mrs. Smith.	Mar. 7	Mrs. Smith guides Robert's hands when using the fork and gradually lets him guide the fork, praising his progress. If he is neat, she will play catch with him later.
3RD STEP Robert cuts his hard food with a knife.	Mar. 14	Mrs. Smith shows Robert how to use a kife to cut hard food, guiding his hands at first. Gradually she lets him cut, praising his progress. If he is neat, she will play catch with him later.
FINAL GOAL Robert cuts his hard food with a knife and eats it neatly with a fork. He eats soft foods neatly with a spoon.	Mar. 23	Mrs. Smith guides Robert in using his fork. She gradually lets him eat more of the meal without her presence. Praise is gradually substituted for playing catch as a reward for neatness. Robert's Aunt will visit him to see how well he can feed himself.

LET'S REVIEW WHAT WENT ON IN DEVELOPING ROBERT'S PLAN:

1. **ROBERT WAS INVOLVED FROM THE BEGINNING.**
   Robert helped to make the strength-need list. Praise and playing catch were used as rewards because Robert likes them. The plan was explained to Robert.

2. **ROBERT'S STRENGTHS WERE USED TO HELP WITH HIS NEEDS.**
   Several of Robert's strengths were utilized in this goal plan: he will do what you ask if you stay with him; he has a good relationship with Mrs. Smith; he can use a spoon; he likes to play catch and his aunt will come to see him eat with utensils.

3. **SMALL STEPS WERE USED TO REACH THE GOAL.**
   Four steps were used to reach the goal. If there are problems, more steps can be used.

4. **STATE CLEARLY WHO WILL DO WHAT AND WHEN.**
   The goal was for Robert to eat with utensils unassisted, and without spilling food on himself or the table. Mrs. Smith was responsible for working with Robert and her method was clearly spelled out. February 28 was the target date for the first step.

What if you left out one of those ideas? What if you skipped involving the client or skipped setting a target date?

EACH ONE IS ESSENTIAL!!

A chain is no stronger than it's weakest link. If one link is missing, it's no good at all.

DO YOU HAVE TO WRITE **ALL** OF THE STEPS TO THE FINAL GOAL **AHEAD OF TIME?**

NO, SOMETIMES YOU HAVE TO TRY ONE STEP BEFORE YOU CAN PLAN THE NEXT ONE. BUT IT'S A GOOD IDEA TO WRITE AS MANY STEPS AS YOU CAN. REMEMBER, YOU CAN ALWAYS CHANGE A GOAL PLAN IF THINGS DON'T GO AS YOU EXPECTED.

CAN YOU WORK ON MORE THAN ONE GOAL AREA AT A TIME?

USUALLY IT'S BEST TO START WITH ONE GOAL PER CLIENT. THEN YOU CAN GRADUALLY INCREASE TO SEVERAL GOALS PER CLIENT.

THIS LOOKS PRETTY GOOD TO US, BUT WHY AREN'T PEOPLE DOING THIS NOW?

WE OFTEN FORGET FOR THREE REASONS.

WHAT ARE THEY?

FIRST: WE LABEL PEOPLE LIKE ROBERT AND THEN THINK THAT THEY CAN'T IMPROVE. JUST BECAUSE SOMEONE SAID THE CLIENT'S IQ WAS 30 OR JUST BECAUSE HIS MUSCLES ARE SPASTIC SHOULDN'T MEAN THAT WE STOP HELPING HIM DEVELOP. IF THE STEPS ARE SMALL ENOUGH, ALL CLIENTS CAN MAKE PROGRESS.

27

SECOND: WE OFTEN DO TOO MUCH FOR THE CLIENT.
THIS IS BECAUSE IT'S EASIER TO DO THINGS **FOR** HIM THAN TO **TEACH** HIM TO DO THINGS HIMSELF.

THIRD: WE PAY ATTENTION ONLY TO THE PROBLEMS. DEALING WITH PROBLEMS TAKES SO MUCH OF OUR ENERGY THAT WE FORGET TO SET GOALS. WE THINK SO MUCH ABOUT WHAT IS WRONG THAT WE DON'T PAY ENOUGH ATTENTION TO WHAT CLIENTS **CAN DO** AND WHAT THEY **COULD ACCOMPLISH.**

29

THIS LOOKS PRETTY GOOD, BUT WE KNOW SOME PEOPLE WHO OBJECT TO GOAL PLANNING.

GOOD, I'D LIKE TO TALK TO THEM. I THINK I CAN ANSWER THEIR OBJECTIONS.

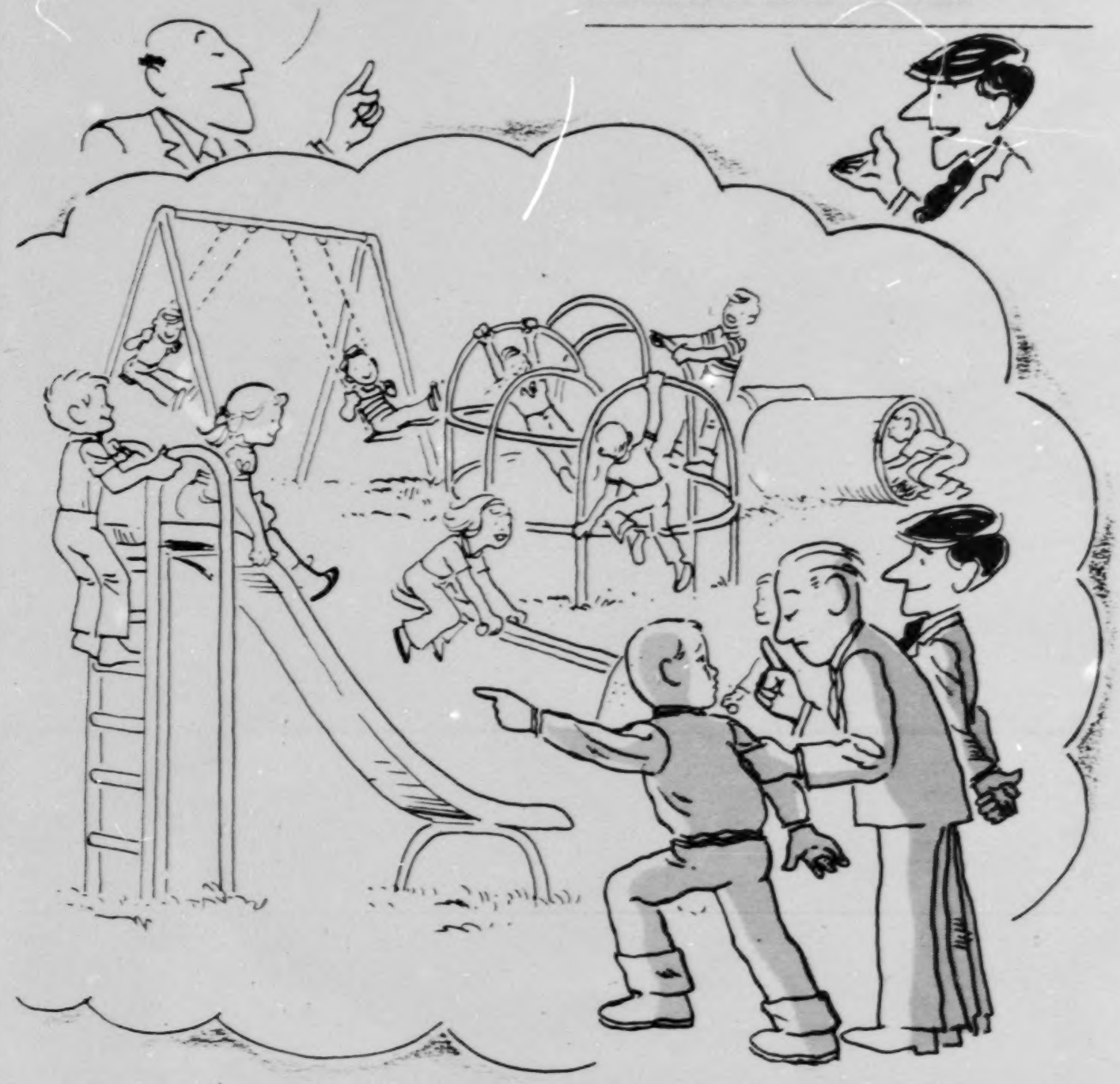
30

YOU'RE IGNORING THE PSYCHODYNAMICS. YOU HAVEN'T DEALT WITH ROBERT'S "UNDERLYING PROBLEMS".

IF YOU GIVE ROBERT SOME SKILLS, HE'S GOING TO BE A LOT HAPPIER AND PRODUCTIVE. YOU DON'T HAVE TO SEARCH HIS UNCONSCIOUS TO BE OF HELP TO HIM.

IF ROBERT BECOMES MORE INDEPENDENT, HE'LL USE BAD JUDGMENT AND HURT HIMSELF.

WE ALL LEARN THROUGH MISTAKES AND ROBERT, LIKE THE REST OF US, CAN'T GROW UNLESS HE, ALSO, HAS A CHANCE TO MAKE MISTAKES.



HE NEEDS OUR CARE! HE NEEDS US TO DO THINGS FOR HIM.

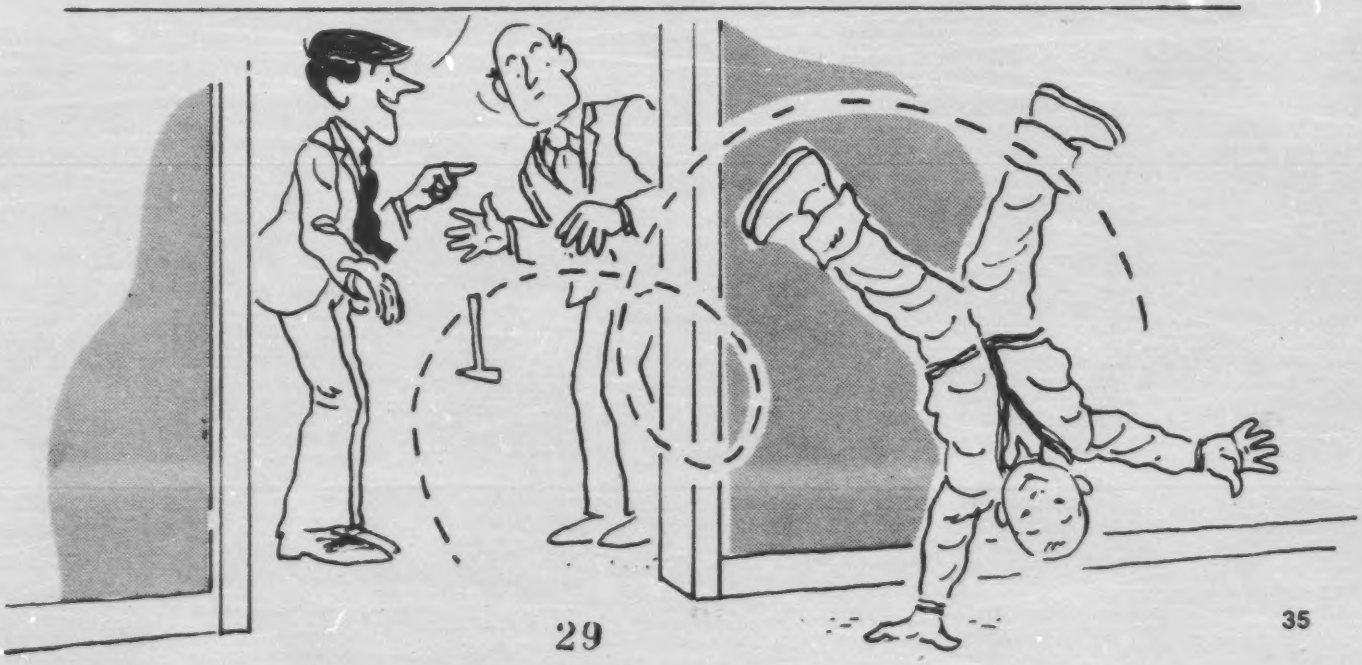
BUT GOOD CARE ALSO INCLUDES HELPING ROBERT TO DEVELOP TO HIS FULLEST POTENTIAL. WE SHOULD SET GOALS TO HELP HIM DO THINGS FOR HIMSELF.

YOU SHOULDN'T HOLD OUT FALSE HOPE TO ROBERT.

IF THE GOALS ARE REASONABLE, THAT IS, IF THEY ARE SMALL ENOUGH, THE HOPES AREN'T FALSE.

THERE IS A PHYSICAL BASIS FOR ROBERT'S PROBLEMS, SO YOU CAN'T EXPECT TOO MUCH.

BUT DON'T EXPECT TOO LITTLE, EITHER. ROBERT CAN LEARN AND SOMETIMES EVEN THE EXPERTS CAN BE PLEASANTLY SURPRISED.



OF COURSE, WE DON'T FEEL THIS WAY, BUT SOME PEOPLE MIGHT BE AFRAID OF LOSING THEIR JOBS IF THE HANDICAPPED NEED LESS HELP.

JOBS WILL NOT BE LOST, BUT THEY MAY BE CHANGED. JOBS WILL BE MORE MEANINGFUL WITH GOAL PLANNING SINCE THE EMPHASIS WILL SHIFT FROM CARETAKING TO HELPING THE HANDICAPPED PERSON GROW.

WE DON'T HAVE ENOUGH STAFF TO SET INDIVIDUALIZED GOALS FOR EVERYONE.

BEGIN IN SMALL STEPS, ONE PERSON AT A TIME. ALL NEW PROGRAMS REQUIRE EFFORT, BUT BY DEVELOPING STRENGTHS OF CLIENTS, THEY WILL NEED LESS CARE IN THE LONG RUN.

YOUR INSTRUCTOR WILL REVIEW THE FOUR POINTS OF GOAL PLANNING WITH YOU. HERE IS A COPY OF THE POINTS THAT WILL BE DISCUSSED. USE THIS SHEET TO FOLLOW ALONG OR TO JOT DOWN ANY NOTES.

1. **INVOLVE THE CLIENT FROM THE BEGINNING.**

2. **USE THE CLIENT'S STRENGTHS TO SET GOALS WHICH HELP WITH HIS NEEDS.**

3. **USE SMALL STEPS TO REACH THE GOAL.**

4. **STATE CLEARLY WHO WILL DO WHAT AND WHEN.**

Note: Some people prefer to use the word "objective" instead of "goal." This is fine. We use the term goal and objective in the same way.

HERE ARE SOME WAYS THAT GOAL PLANNING CAN HELP YOU

1. GOAL PLANNING GIVES YOU A RECORD OF WHAT THE CLIENT IS ABLE TO DO AND WHAT HE HAS ACCOMPLISHED.

2. GOAL PLANNING CAN HELP YOU DEVELOP PROGRAMS EVEN WITH DIFFICULT CLIENTS.

3. GOAL PLANNING IS A RECORD OF YOUR ACCOMPLISHMENTS WITH CLIENTS.

NOW GO AROUND THE GROUP AND ANSWER THE FOLLOWING QUESTIONS:

1. **WHAT ARE SOME OF YOUR STRENGTHS?** THAT IS,
   WHAT ARE YOU PARTICULARLY GOOD AT ON YOUR JOB?
   WHAT DO YOU PARTICULARLY ENJOY ABOUT YOUR JOB?

   (GROUP MEMBERS WHO KNOW EACH OTHER SHOULD ALSO COMMENT ON STRENGTHS THEY SEE IN OTHER GROUP MEMBERS.)

2. **HOW ARE YOU USING GOAL PLANNING IDEAS NOW?**

(TRY TO LIMIT YOUR DISCUSSION TO 20 MINUTES)

THERE ARE LOTS OF WAYS TO WRITE GOALS. WHICH ONE IS BEST?

THE BEST WAY IS THE CLEAREST. LET ME SHOW YOU SOME GOALS THAT ARE NOT CLEAR.

41

"Robert should control his acting out"

BUT, "ACTING OUT" COULD MEAN A LOT OF DIFFERENT THINGS. WHAT DOES IT MEAN FOR ROBERT?

WELL, THAT'S BEAUTIFULLY CLEAR. WHY NOT JUST SAY THAT?

YES! THEN EVERYONE WILL KNOW WHAT YOU MEAN.

OH, THAT'S EASY. INSTEAD OF ALWAYS FIGHTING WITH HARRY AT THE WORKSHOP, ROBERT SHOULD WORK COOPERATIVELY WITH HIM.

OH, I SEE. JUST SAY WHAT HE WILL DO WHEN HE CONTROLS HIS "ACTING OUT."

"Robert should develop an awareness of his potential"

THAT'S A "FEELING" GOAL, SO YOU CAN'T DESCRIBE ROBERT'S BEHAVIOR.

WHY NOT? JUST SAY WHAT ROBERT WILL DO WHEN HE DEVELOPS THIS AWARENESS.

YOU MEAN SOMETHING LIKE, "HE WILL LEARN TO TIE HIS SHOE LACES OR FINISH A BIRDHOUSE IN WOODSHOP."?

THAT'S RIGHT. JUST GIVE SOME EXAMPLES OF HOW HE MIGHT ACT WHEN HE HAS THIS "AWARENESS". THEN OTHERS CAN ALWAYS SEE IF HE HAS MADE PROGRESS.

"Take Robert to the workshop every day"

THAT'S A CLEAR GOAL AND IT DESCRIBES BEHAVIOR.

THE PERSON WORKING WITH ROBERT.

OH, I GET IT. THE GOAL SHOULD BE FOR WHAT **ROBERT** WILL BE DOING.

BUT WHOSE BEHAVIOR?

THAT'S THE POINT! THAT GOAL IS **NOT** FOR ROBERT.

RIGHT!

SO IT ALL BOILS DOWN TO ONE THING: THE CLEAREST WAY TO WRITE A GOAL IS TO DESCRIBE WHAT THE CLIENT WILL BE DOING WHEN THE GOAL IS ACHIEVED.

HERE IS AN EXERCISE IN USING CLEAR LANGUAGE. YOUR INSTRUCTOR WILL EXPLAIN WHAT YOU ARE TO DO.

(DO NOT FILL IN THE BLANKS UNTIL THE INSTRUCTOR ASKS YOU TO DO SO.)

VAGUE GOALS	CLEAR GOALS
1. Socializes more	1. *Robert participates in one group recreation activity per week.*
2. Responds adequately	2. _____
3. Dresses appropriately	3. _____
4 Improves his eating habits	4. _____
5 Develops his potential	5. _____
6. Improves his personal hygiene	6. _____
7. Displays appropriate behavior	7. _____
8. Becomes less dependent upon other people	8. _____
9. Assumes more responsibility for attending his programs	9. _____
10. Shows improvements in relationships with other people	10. _____

NOTE: REMEMBER TO STATE GOALS POSITIVELY. That is, say "Robert will play cooperatively with his friends" instead of "Robert will stop fighting with his friends." This can help us to think positively when working with Robert.

49

HOW DO YOU KNOW WHEN A STEP IS SMALL ENOUGH?

ONE WAY IS TO ASK YOURSELF "WHAT DO I THINK I CAN ACHIEVE IN A WEEK?"

DOES THAT MEAN THAT TARGET DATES SHOULD ALWAYS BE A WEEK APART?

NO. TARGET DATES CAN BE A DAY OR A FEW WEEKS AWAY. HOWEVER, WEEKLY TARGET DATES USUALLY WORK BEST. THEY GIVE YOU AND THE CLIENT A REGULAR SENSE OF ACCOMPLISHMENT.

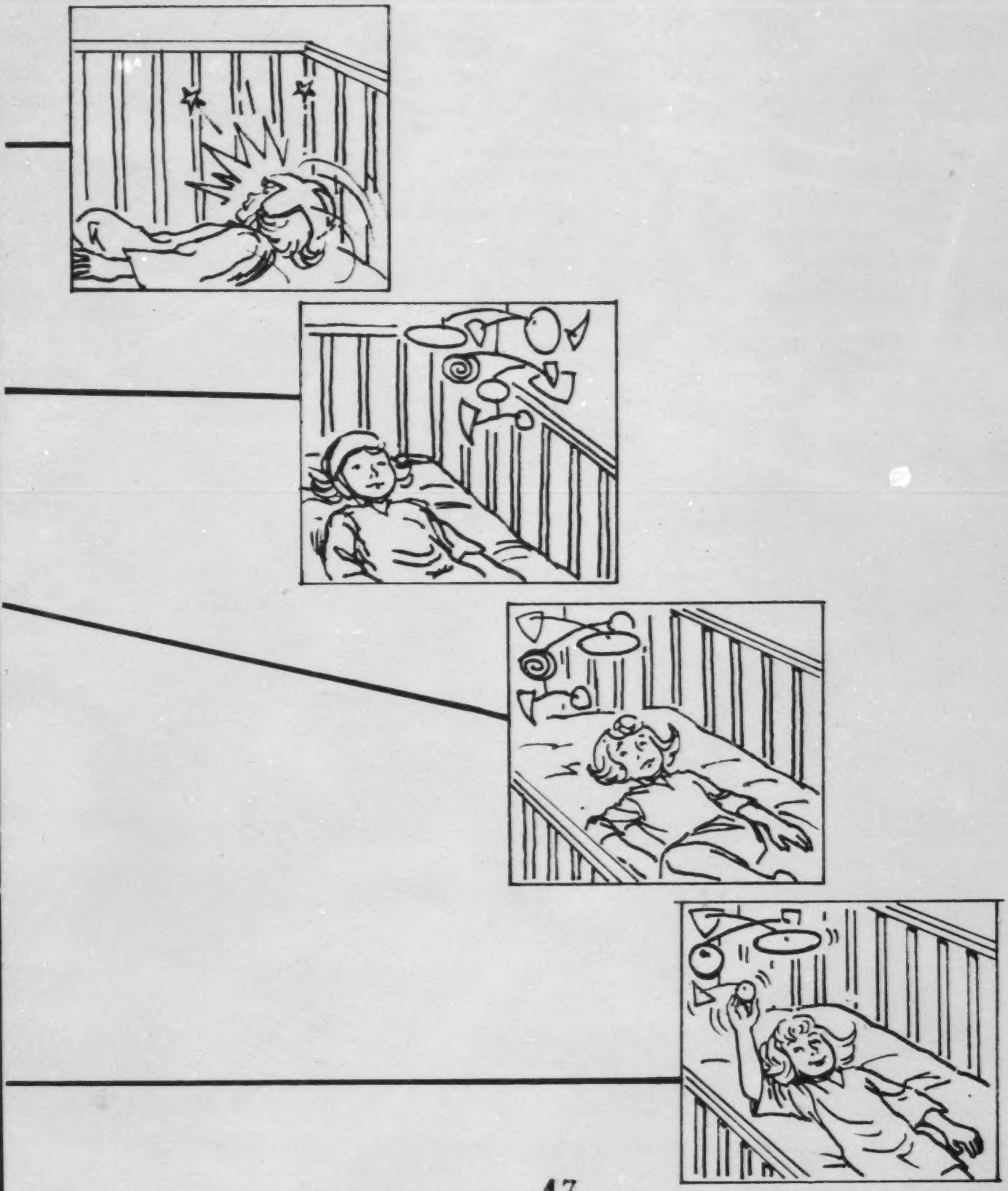
COULD YOU SHOW US SOME EXAMPLES OF HOW YOU BREAK A GOAL INTO SMALL STEPS ?
GLAD TO.

NAME:	DATE:
Mary Phillips	Jan. 27

PRESENT CLIENT BEHAVIOR (and strenths used in the plan)

Mary bangs her head whenever she is alone. She must wear a helmet. She likes attention from Mrs. Arnold and she is distracted by bright colors.

GOAL (What the client will be doing when each step is reached. Use as many or as few steps as you need.)	TARGET DATE	METHOD (Staff and/or family responsibilities)
1ST STEP		
Mary will watch a bright mobile for 10 minutes twice a day without banging her head.	Feb. 3	Mrs. Arnold will set up the mobile twice a day and will praise Mary for watching it.
2ND STEP		
Mary will watch a bright mobile for 10 minutes twice a day without a helmet.	Feb. 10	Mrs. Arnold will set up the mobile twice a day and praise Mary for watching it.
3RD STEP		
FINAL GOAL		
Mary will play with the mobile for 10 minutes twice a day by herself.	Feb. 17	Mrs. Arnold will set up the mobile twice a day. She will show Mary how to move the mobile, but then will move away.



NAME:	DATE:
John Harris	Aug. 1

PRESENT CLIENT BEHAVIOR (and strengths used in the plan)

John must be driven to and from the workshop each day by his brother Bill. John enjoys riding the bus, he can follow directions, and he can count money.

GOAL (What the client will be doing when each step is reached. Use as many or as few steps as you need.)	TARGET DATE	METHOD (Staff and/or family responsibilities)
1ST STEP John takes the bus to the workshop accompanied by his brother. He is picked up as usual.	Aug. 8	Bill accompanies John to the workshop. He points out landmarks and shows John where to get off the bus.
2ND STEP John walks to the bus stop with his brother. He takes the bus to the workshop by himself.	Aug. 15	Bill walks John to the bus stop and reminds him where to get off. Bill also tells the bus driver to remind John if necessary.
3RD STEP		
FINAL GOAL John takes the bus alone to the workshop.	Aug. 21	-Bill checks to be sure John knows what to do. Mrs. Miller at the workshop checks to be sure John arrives.

BUS
STOP

BUS
STOP

BUS
STOP

HERE'S YOUR CHANCE
TO BREAK A GOAL
INTO SMALL STEPS.

CHOOSE ONE OF THE CASES BELOW AND WRITE OUT A GOAL PLAN ON PAGE 57 WITH SEVERAL STEPS TO ACHIEVE THE GOAL. AFTER YOU ARE FINISHED, WE WILL DISCUSS EVERYONE'S ANSWERS.

CASE 1. Mrs. Smith would like to teach Janet to make her own bed. Janet would like to make her bed and has tried several times. Unfortunately the results are worse than if she left it alone. She can follow instructions if they are not complicated and she does like praise and attention.

You should break down the goal of "Janet makes her bed without supervision" into several steps along with the method that Mrs. Smith should use. Write out your ideas on the form on the next page.

OR

CASE 2. Fred can use his arms and hands, but otherwise has little control over his body. He is confined to his bed most of the time. He does enjoy being taken out to lie on his stomach on a floor mat and he likes to clap hands with Mr. Jones. Mr. Jones would like Fred to play some simple games and would like to start with rolling the ball back and forth with him.

You should break down the goal of "Fred will roll a ball back and forth with Mr. Jones" into several steps along with the method that Mr. Jones would use. Write out your ideas on the form on the next page.

FEEL FREE TO MAKE SOME ASSUMPTIONS ABOUT THE CASE YOU CHOOSE.

NAME:	DATE:
PRESENT CLIENT BEHAVIOR (and strengths used in the plan)	

GOAL (What the client will be doing when each step is reached. Use as many or as few steps as you need.)	TARGET DATE	METHOD (Staff and/or family responsibilities)
1ST STEP		
2ND STEP		
3RD STEP		
FINAL GOAL		

HOMEWORK ASSIGNMENT

ONE GROUP MEMBER SHOULD VOLUNTEER TO PRESENT ONE OF HIS CLIENTS AT THE NEXT SESSION.
HE WILL MEET WITH THE CLIENT AHEAD OF TIME AND EXPLAIN WHAT WILL HAPPEN. AT THE NEXT SESSION, YOU WILL DEVELOP A GOAL PLAN WITH THAT CLIENT. YOU SHOULD USE A CLIENT WITH AS MANY STRENGTHS AS POSSIBLE WHERE YOU THINK YOU CAN EASILY FIND SOME GOALS. YOUR ASSOCIATE INSTRUCTOR WILL HELP YOU PREPARE YOUR PRESENTATION.

SESSION TWO

HERE'S WHAT YOU'LL BE DOING IN TODAY'S SESSION:

1) YOUR GROUP REVIEWS THE GOAL PLANNING STRATEGIES.

2) THE ISSUES OF REWARDS AND CLIENT INVOLVEMENT IN GOAL PLANNING ARE DISCUSSED.

3) YOU DO AN EXERCISE IN USING A CLIENT'S STRENGTHS TO HELP WITH HIS NEEDS.

4) A GROUP MEMBER PRESENTS A CLIENT THAT HE IS WORKING WITH.

5) YOUR GROUP INTERVIEWS THE CLIENT AND MAKES A STRENGTH/NEED LIST WITH HIM.

6) YOUR GROUP AND THE CLIENT DEVELOP A GOAL PLAN. EACH PERSON WRITES OUT THE PLAN.

BEFORE GETTING INTO YOUR OWN CASES, LET'S REVIEW THE FOUR RULES OF GOAL PLANNING. A VOLUNTEER FROM THE GROUP SHOULD EXPLAIN WHAT THE FIRST RULE MEANS TO HIM. THEN A SECOND VOLUNTEER SHOULD EXPLAIN THE SECOND RULE, ETC. UNTIL YOU'VE REVIEWED ALL FOUR POINTS.

1) INVOLVE THE CLIENT FROM THE BEGINNING.

2) USE THE CLIENT'S STRENGTHS TO SET GOALS WHICH HELP WITH HIS NEEDS.

3) USE SMALL STEPS TO REACH THE GOAL.

4) STATE CLEARLY WHO WILL DO WHAT AND WHEN.

PEOPLE OFTEN ASK ABOUT MOTIVATING CLIENTS IN GOAL PLANNING. HERE ARE OUR THOUGHTS:

1) **BY INVOLVING THE CLIENT** IN SELECTING THE GOALS, HE FEELS THAT YOU ARE WORKING WITH HIM AND THIS WILL INCREASE HIS MOTIVATION.

2) **ATTENTION, PRAISE AND THE FEELING OF SUCCESS IN ACCOMPLISHING HIS GOALS** WILL HELP TO MAINTAIN A CLIENT'S MOTIVATION. THESE SHOULD BE PART OF ANY GOAL PLANNING PROCEDURE.

3) **SPECIAL RECOGNITION,** SUCH AS TREATS OR ENCOURAGEMENT FROM FAMILY MEMBERS CAN BE VERY HELPFUL AND THESE CAN BE WRITTEN INTO THE METHOD SECTION OF THE GOAL PLAN.

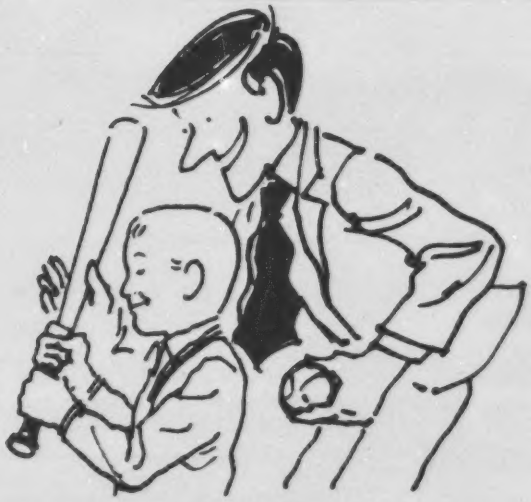
BUT HOW CAN YOU INVOLVE A CLIENT WHEN HE CAN'T UNDERSTAND A GOAL PLAN?

THERE ARE THREE THINGS YOU CAN DO.

FIRST: YOU CAN GIVE THE CLIENT SOME CHOICE WITHIN THE GOAL PLAN.

BY GIVING HIM CHOICE WE ARE TELLING HIM WE CARE ABOUT HIS FEELINGS AND WISHES.

SECOND: WE CAN INCLUDE THE CLIENT'S LIKES AND WANTS IN THE GOAL PLAN.



THIRD: WE CAN ALWAYS MAKE THE EFFORT TO EXPLAIN THE GOAL TO THE CLIENT.

EVEN IF HE CAN'T CLEARLY UNDERSTAND THE PLAN, HE CAN SENSE THAT YOU ARE TRYING TO INVOLVE HIM AND THAT YOU CARE ABOUT HIM. AS A FELLOW HUMAN BEING, HE DESERVES THE COURTESY OF HAVING HIS PROGRAM EXPLAINED TO HIM.

NOW LET'S DO AN EXERCISE IN USING A CLIENT'S STRENGTHS TO HELP WITH HER NEEDS.

BELOW IS A STRENGTH-NEED LIST FOR CAROL ADAMS. CAROL IS 28 YEARS OLD AND IS LIVING IN A GROUP HOME IN AN URBAN AREA. SHE WORKS AT A WORKSHOP DURING THE DAY. THE WORKSHOP IS 15 BLOCKS FROM THE GROUP HOME.

STRENGTHS	NEEDS
1. Follows directions.	1. To have friends her own age.
2. Cheerful.	2. To budget her money so that it lasts all week.
3. Works hard.	3. To control her temper when she is criticized.
4. Reliable.	4. To learn how to cook a dinner by herself.
5. Gets along well with people older than herself.	5. To keep working steadily after something goes wrong.
6. Likes rock music.	6. To tell time.
7. Her aunt and uncle are very interested in her and are willing to help.	7. To select her own clothing when shopping.
8. Likes to bowl.	8. To use the washer and drier by herself.
9. She is friendly with Mrs. Johns who lives next door.	
10. Can count money.	

EACH OF YOU SHOULD SELECT ONE NEED FROM CAROL'S NEED LIST. THEN YOU SHOULD REVIEW THE STRENGTH LIST AND THINK OF AN APPROACH THAT WOULD USE AS MANY STRENGTHS AS POSSIBLE. JOT DOWN YOUR IDEAS IN THE SPACE PROVIDED BELOW. REMEMBER YOU DON'T HAVE TO WRITE OUT A WHOLE GOAL PLAN—JUST AN APPROACH YOU WOULD USE.

FOR EXAMPLE. If one of Carol's needs was to "learn to cut food with a knife", then we might have an older person teach her (using her preference for older people) and we could have her practice for 10 minutes before supper each day (using her ability to follow directions and work hard). When she learns to use a knife, Carol can show Mrs. Jones (using her friendship with her) and her aunt and uncle could take her out to a restaurant and buy her a record as a reward (using her aunt and uncle's interest in her and her interest in rock music).

(Remember to use as many strengths as you can.)

WHEN EVERYONE HAS FINISHED, GO AROUND THE GROUP AND HAVE EACH PERSON EXPLAIN HIS APPROACH AND WHICH STRENGTHS HE HAS USED.

YOU CAN USE THIS WORKSHEET TO HELP SET A GOAL WITH THE PERSON PRESENTED DURING THIS SESSION. YOUR INSTRUCTOR WILL GUIDE YOU THROUGH THE FOUR STEPS LISTED ON THESE TWO PAGES.

THE CLIENT SHOULD PARTICIPATE AS MUCH AS POSSIBLE IN TODAY'S SESSION. HE DEFINITELY SHOULD BE PRESENT FOR STEPS ONE, TWO AND THREE.

FIRST: LEARN ABOUT THE PERSON'S BACKGROUND AND DEVELOP A STRENGTH-NEED LIST, The Client should, if possible, help you make this list.

STRENGTHS	**NEEDS**
What the client can do, what he likes to do and other people who are willing to help	State these positively - what he should be doing (for example, say "speaks clearly" instead of "stops mumbling")

SECOND: USE HIS STRENGTHS TO HELP WITH HIS NEEDS.

1) Select a need which is important to the client and where you feel you can make progress.
2) Review your strength list for approaches you can use to help with that need. Think of as many approaches as you can and jot them down in the space below.

APPROACHES YOU CAN USE TO HELP WITH THE NEED YOU HAVE CHOSEN

JOT DOWN AS MANY THINGS AS YOU CAN THINK OF

3) Choose one approach that you feel would be best. This may be a combination of several things on your list.

THIRD: BREAK THE GOAL INTO SMALL STEPS For example, try to make your first step something you can reasonably accomplish in a few days to a week. Steps can be longer but, generally speaking, weekly target dates seem to work out best. That way, you and the client can see that you are making steady progress.

FOURTH: WRITE OUT YOUR GOAL PLAN on page 69. (or use your agency's form.) Be sure to use clear language and be sure to have a target date for your first step. (You don't have to have target dates for later steps now, but it is good to put in as many as you can. There should always be a target date for the step you are working on.)

NAME:	DATE:	
PRESENT CLIENT BEHAVIOR (and strengths used in the plan)		
GOAL (What the client will be doing when each step is reached. Use as many or as few steps as you need.)	**TARGET DATE**	**METHOD** (Staff and/or family responsibilities)
1ST STEP		
2ND STEP		
3RD STEP		
FINAL GOAL		

HOMEWORK ASSIGNMENT:

CHOOSE A CLIENT YOU ARE WORKING WITH AND DEVELOP A STRENGTH-NEED LIST AND SOME IDEAS FOR A GOAL PLAN. DURING THE NEXT SESSION YOU WILL WRITE OUT THE GOAL PLAN.

THE CLIENT SHOULD HELP, AS MUCH AS POSSIBLE, IN MAKING UP THE STRENGTH-NEED LIST. HE SHOULD ALSO HELP, IF POSSIBLE, IN CHOOSING THE GOAL AREA AND THE APPROACH YOU WILL USE. USE THE FORMS ON PAGES 76 and 77 TO WORK OUT YOUR IDEAS. YOU SHOULD COMPLETE THE STEPS LISTED ON THOSE PAGES BY THE NEXT SESSION.

YOUR ASSOCIATE INSTRUCTOR WILL BE AVAILABLE TO HELP YOU BETWEEN SESSIONS. FEEL FREE TO CONTACT HIM OR HER. YOU SHOULD ALSO FEEL FREE TO GET SUGGESTIONS FROM OTHER PEOPLE WHO ARE FAMILIAR WITH GOAL PLANNING.

REMEMBER TO CHOOSE A REASONABLE SITUATION WHERE YOU THINK YOU CAN SET SOME GOALS. DON'T TRY YOUR DIFFICULT PROBLEMS YET. WE'LL TACKLE THEM IN SESSION FOUR.

SESSION THREE

HERE'S WHAT YOU WILL BE DOING IN THIS SESSION:

1) A PROGRESS REPORT IS GIVEN FOR THE GOAL PLAN WRITTEN IN SESSION TWO.

2) DO AN EXERCISE WHICH STRESSES THE IMPORTANCE OF CLEAR LANGUAGE.

3) THE GROUP BREAKS INTO PAIRS TO HELP EACH OTHER DEVELOP GOAL PLANS.

4) YOU PRESENT YOUR GOAL PLANS TO THE GROUP.

5) YOUR GROUP DISCUSSES EACH OTHER'S PLANS.

NOW LET'S HEAR A PROGRESS REPORT ON THE GOAL YOU SET IN SESSION TWO.

THE PERSON GIVING THE PROGRESS REPORT SHOULD BE SURE TO INCLUDE THE FOLLOWING:

1) REVIEW THE PLAN YOU DEVELOPED AT THE LAST SESSION.

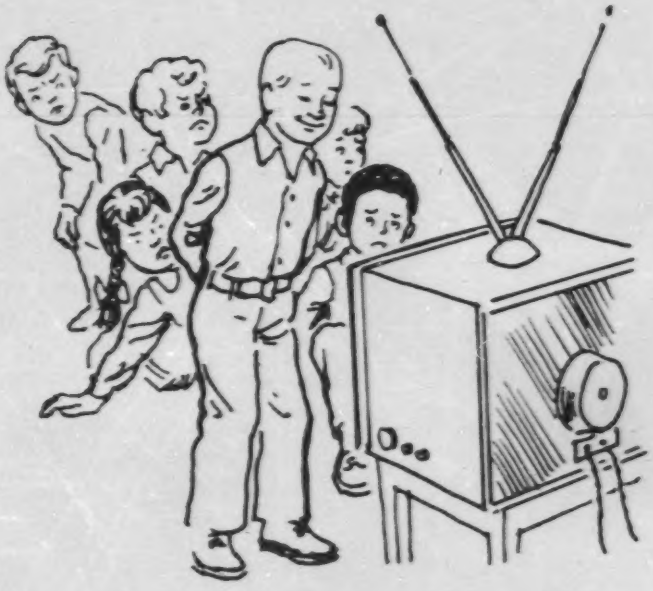
2) DID YOU MAKE ANY CHANGES IN THE PLAN AND, IF SO, WHY?

3) WHAT PROGRESS HAVE YOU MADE TOWARD YOUR GOAL?

THE GOALS FOR THESE THREE SITUATIONS ALL READ "SHOW MORE CONSIDERATION FOR OTHERS". BUT THEY ALL REFERRED TO DIFFERENT BEHAVIORS. HOW WOULD YOU DESCRIBE ROBERT'S BEHAVIOR IN EACH CASE SO THAT THE GOAL IS CLEAR?

"SHOW MORE CONSIDERATION FOR OTHERS"

"SHOW MORE CONSIDERATION FOR OTHERS"



"SHOW MORE CONSIDERATION FOR OTHERS"

NOW YOU CAN HELP EACH OTHER DEVELOP YOUR GOAL PLANS. DO NOT TACKLE YOUR DIFFICULT PROBLEMS TODAY. WE'LL WORK ON THOSE AT THE NEXT SESSION.

THE ASSOCIATE INSTRUCTOR WILL BREAK YOU INTO PAIRS. EACH OF YOU WILL:

1) **Review the strength-need list you have written on page 76 and the list of approaches on page 77.** Be sure to explain how you have used the client's strengths in your plan. Your partner may make suggestions about:

   a) how to involve the client more.
   b) how to find more strengths.
   c) how to use more strengths in the plan.

2) **Decide on the steps you will use to reach the goal.** (Try to make your steps something you can reasonably accomplish in about a week.)

3) **Write out your goal plan on page 79 (or use your agency's form).**

WHEN EVERYONE HAS COMPLETED HIS PLAN, GO AROUND THE GROUP AND DISCUSS EACH PLAN.

1) **When you present your plan:**

   a) Explain the client's background (include his strengths).
   b) Read the plan and explain how you have used the client's strengths in the plan.
   c) Get group reactions.

2) **When you listen to each other's plans, keep in mind the following questions:**

   a) How was the client involved?
   b) Did the plan use his strengths?
   c) Are the steps reasonable?
   d) Is it clear who will do what and when?

3) **Feel free to make suggestions to the person presenting the plan.**

HERE ARE THE STEPS TO FOLLOW AS YOU SET UP YOUR PLAN:

FIRST: REVIEW THE CLIENT'S BACKGROUND AND DEVELOP A STRENGTH-NEED LIST. The client should, if possible, help you make this list.

STRENGTHS What the client can do, what he likes to do and other people who are willing to help.	**NEEDS** State these positively – what he should be doing.

SECOND: SELECT A NEED TO WORK ON.

1) Select a need which is important to the client and where you feel you can make progress. (For this assignment, do not choose a difficult area.)

THIRD: DEVELOP AN APPROACH THAT USES HIS STRENGTHS.

1) Review each strength on the list for ideas. Think of as many approaches as you can and jot them down in the space below.

APPROACHES YOU CAN USE TO HELP WITH THE NEED YOU HAVE CHOSEN

JOT DOWN AS MANY THINGS AS YOU CAN THINK OF

2) Choose one approach that you feel would be best. This may be a combination of several things on your list.

YOU WILL WRITE OUT THE GOAL PLAN DURING THE CLASS SESSION.

WHEN YOU WRITE OUT YOUR GOAL PLAN BE SURE TO:

1) **USE SMALL STEPS.** Try to have your target dates about a week apart. Make each step something you think you can reasonably accomplish in about a week.

2) **USE CLEAR LANGUAGE.** Say exactly what each person will do.

3) **WRITE WHAT THE CLIENT WILL BE DOING IN THE GOAL SECTION.** And what you and others will do to help him in the method section.

This is a tentative plan and the client will be involved again before it is finalized. Even if he can't understand the plan, it should be explained to him so that he knows that you are trying to involve him.

NAME:	DATE:	
PRESENT CLIENT BEHAVIOR (and strengths used in the plan)		
GOAL (What the client will be doing when each step is reached. Use as many or as few steps as you need.)	**TARGET DATE**	**METHOD** (Staff and/or family responsibilities)
1ST STEP		
2ND STEP		
3RD STEP		
FINAL GOAL		

HOMEWORK ASSIGNMENT:

YOUR GROUP SHOULD SELECT ONE OR TWO CLIENTS WITH DIFFICULT, TROUBLESOME BEHAVIORS. GROUP MEMBERS WHO KNOW THE CLIENTS SHOULD PREPARE STRENGTH-NEED LISTS WITH THE CLIENT'S HELP, IF POSSIBLE. (THERE IS SPACE ON PAGE 90 FOR THIS LIST.) NEXT TIME, YOUR GROUP WILL DEVELOP SOME REASONABLE PLANS FOR THE CLIENTS YOU HAVE CHOSEN.

SESSION FOUR

HERE'S WHAT YOU WILL BE DOING IN THIS SESSION:

1) GIVE PROGRESS REPORTS FOR THE GOALS SET IN SESSIONS TWO AND THREE.

2) DO AN EXERCISE IN FINDING STRENGTHS IN PROBLEM SITUATIONS.

3) LEARN THE TWO STRATEGIES FOR GOAL PLANNING WITH DIFFICULT CLIENTS.

4) GROUP MEMBERS DEVELOP TENTATIVE GOAL PLANS FOR ONE OR TWO CLIENTS WITH DIFFICULT, PROBLEM BEHAVIORS.

WELCOME BACK. AS YOU REPORT TO THE GROUP ON THE GOAL PLAN YOU WORKED OUT AT THE LAST SESSION, PLEASE COVER THE FOLLOWING POINTS:

1) **REVIEW THE PLAN YOU DISCUSSED AT THE LAST SESSION.**

2) **SINCE THE LAST SESSION, DID YOU ADD TO THE STRENGTH-NEED LIST AND DID YOU CHANGE THE PLAN?**

3) **WHAT PROGRESS HAVE YOU MADE TOWARD THE GOAL?**

HERE IS AN EXERCISE TO HELP TEACH YOU HOW TO FIND STRENGTHS IN PROBLEM SITUATIONS. ALTHOUGH EACH OF THESE PICTURES REPRESENTS A PROBLEM SITUATION, THE PICTURES ALSO SHOW SOMETHING THAT ROBERT CAN DO. YOU SHOULD ASK YOURSELF WHAT ROBERT IS ABLE TO DO IN EACH OF THESE PICTURES AND GO AROUND THE GROUP AND DISCUSS YOUR ANSWERS. (You can make notes in the spaces below.)

IN WORKING WITH DIFFICULT CLIENTS THE BASIC GOAL PLANNING STEPS STILL APPLY.

1) **INVOLVE THE CLIENT.** OFTEN IT WILL TAKE EXTRA EFFORT TO INVOLVE THE CLIENT, BUT THIS CAN HELP A GREAT DEAL IN OBTAINING HIS COOPERATION. AT THE VERY LEAST WE CAN INCLUDE HIS LIKES AND WANTS IN THE PLAN, WHICH WILL SHOW HIM THAT WE ARE TRYING TO HELP HIM.

2) **USE THE CLIENT'S STRENGTHS TO HELP WITH HIS NEEDS.** BE SURE TO STATE HIS NEEDS POSITIVELY. OFTEN JUST STATING NEEDS POSITIVELY WILL HELP YOU COME UP WITH NEW IDEAS.

3) **USE SMALL STEPS TO REACH THE GOAL.** REMEMBER, THE STEPS SHOULD BE REASONABLE FOR THE CLIENT.

4) **STATE CLEARLY WHO WILL DO WHAT AND WHEN.** OFTEN THE CLARITY OF THE GOAL PLAN WILL HELP IN PROVIDING CONSISTENCY IN WORKING WITH THE CLIENT.

GOAL PLANNING WILL NOT SOLVE ALL YOUR PROBLEMS. HOWEVER, YOU CAN SET SOME POSITIVE GOALS WITH EVERY CLIENT AND OFTEN THESE WILL HELP A GREAT DEAL IN REDUCING PROBLEM BEHAVIORS.

THERE ARE TWO ADDITIONAL IDEAS THAT WE HAVE FOUND ESPECIALLY HELPFUL IN WORKING WITH DIFFICULT CLIENTS.

FIRST: INCREASE THE CLIE

Ask yourself:

A) WHAT IS HE DOING WHEN IT IS LESS OF A PROBLEM?

Can we encourage him to spend more time doing these activities? The more time he spends doing these things, the less he will be involved in problem behaviors.

FOR EXAMPLE:

Jane cries a great deal, but she doesn't cry when she plays with her friend, Ann. If she spends more time playing with Ann, she will spend less time crying.

or

George scratches himself severely, but doesn't do this as much when he is physically active. If he could spend more time in outdoor games, this would reduce his scratching.

NT'S POSITIVE BEHAVIOR

Ask yourself:

B) WHAT DOES HE ESPECIALLY LIKE TO DO AND WHAT ESPECIALLY INTERESTS HIM?

Can we help him to do more of these activities? This will show him we are trying to help him and will give him motivation to work with us.

FOR EXAMPLE:

John and Mr. Jones, his group home sponsor, argue a great deal. John is very interested in baseball. If Mr. Jones would take John to a baseball game and encourage his interest in baseball, this would improve their relationship and make it easier for them to work together.

In goal planning, we want to be sure that the client is getting attention for what he does **right.** Too often we only notice clients when they are problems. The best way to develop positive behavior is to pay attention to it.

SECOND: USE SMALL GOA

A. CHOOSE SOMETHING SMALL TO WORK ON FIRST.

Often you have to start with a small part of the problem. By choosing something small, you increase your chances of success. This will make it easier when you move on to larger problems.

FOR EXAMPLE:

John fights a great deal. Rather than trying to decrease all of his fighting at once, the staff and John decided to work on decreasing fighting when waiting in line at the cafeteria. When that was achieved, they would move on to decrease fighting at other specific times.

LS WITH SMALL STEPS

B. MAKE YOUR STEPS VERY SMALL.

If necessary, start with extremely small steps in order to start to see some progress and to insure success. Then you can gradually increase the size of your steps.

FOR EXAMPLE:

Ann rarely works at a task for more than 30 seconds before being distracted. The first step in her goal plan was that she would work at least for 35 seconds before being distracted.

Think back over some of the strategies you've tried in the past. Perhaps you would have made progress if you had used smaller goals or smaller steps.

HERE ARE THE STEPS YOU SHOULD GO THROUGH TO DEVELOP A GOAL WITH YOUR DIFFICULT CLIENTS.

FIRST: **Develop the strength-need list.** Involve the client as much as possible. Show him that we care about what he is doing **right** and that we want to help him to do more positive things.

STRENGTHS What the client can do, what he likes to do and other people who are willing to help.	**NEEDS** Be sure to state your needs positively

SECOND: **Now ask yourself:**

How can we increase what he does when it is less of a problem?

How can we increase what he especially likes to do?

Should we work on a small part of the problem behavior first?

Can we use an approach we tried before, but with smaller steps?

Think of as many **positive** approaches as you can. Use as many strengths as possible. Review each strength on the strength list and ask how can it be used in your plan? Jot down your ideas below.

Choose one positive approach which the group thinks is best. This may be a combination of several things on your list.

THIRD: **Break the goal into small steps. Don't be afraid to make them extremely small.** (Try to have your steps be things you can reasonably accomplish in about a week.) Make your goals small enough so that you have a good chance of success.

FOURTH: **Write out your tentative goal plan** on page 71 (or use your agency's form). Be sure to use clear language and target dates. (You don't have to have target dates for all steps now, but it is good to put in as many as you can. There should always be a target date for the step you are working on.)

THIS IS A TENTATIVE PLAN AND THE CLIENT WILL BE INVOLVED BEFORE IT IS FINALIZED. IF THE CLIENT CANNOT UNDERSTAND THE PLAN, YOU SHOULD STILL EXPLAIN THE PLAN TO HIM. AND SHOW HIM THAT YOU ARE TRYING TO HELP HIM.

NAME:	DATE:	
PRESENT CLIENT BEHAVIOR (and strengths used in the plan)		
GOAL (What the client will be doing when each step is reached. Use as many or as few steps as you need.)	**TARGET DATE**	**METHOD** (Staff and/or family responsibilities)
1ST STEP		
2ND STEP		
3RD STEP		
FINAL GOAL		

HOMEWORK ASSIGNMENT:

MEET WITH THE CLIENTS (CLIENT) YOU JUST DEVELOPED THE GOAL PLANS FOR AND INVOLVE THEM IN THE PLANS. YOU MAY WANT TO CHANGE THE PLANS AS A RESULT OF YOUR MEETINGS. BE PREPARED TO REPORT YOUR PROGRESS AT THE NEXT SESSION.

SESSION FIVE

HERE'S WHAT YOU WILL BE DOING IN THIS SESSION:

1) GIVE PROGRESS REPORTS FOR THE GOAL PLANS WRITTEN IN SESSIONS TWO, THREE AND FOUR.

2) DISCUSS HOW YOU HAVE USED THE GOAL PLANNING RULES IN YOUR WORK.

3) THE RELATIONSHIP OF GOAL PLANNING TO OTHER BEHAVIOR CHANGE PROGRAMS IS DISCUSSED.

4) DISCUSS HOW YOU WILL BE USING GOAL PLANNING AFTER THE WORKSHOPS ARE FINISHED.

5) FILL OUT WORKSHOP EVALUATIONS.

WE'LL BEGIN TODAY'S SESSION WITH PROGRESS REPORTS ON THE GOALS YOU SET IN PREVIOUS SESSIONS.

GO AROUND THE GROUP AND EACH PERSON SHOULD ANSWER THESE QUESTIONS:

1) WHAT PROGRESS HAS BEEN MADE ON THE GOALS YOU SET?

A) WHAT HAS BEEN ACCOMPLISHED?

B) WHAT PROBLEMS WERE ENCOUNTERED?

C) WHAT CHANGES WERE MADE TO MEET THOSE PROBLEMS?

2) WHAT HAVE THE GOAL PLANNING RULES MEANT TO YOU?

HAVE THEY CHANGED HOW YOU WORK WITH CLIENTS?
OTHER GROUP MEMBERS CAN COMMENT TOO.

HOW DOES GOAL PLANNING RELATE TO BEHAVIOR MODIFICATION AND OTHER PROGRAMS USED TO HELP DEVELOPMENTALLY DISABLED PERSONS?

GOAL PLANNING RELATES TO **ANY** PROGRAM WHICH INVOLVES THE CLIENT, USES HIS STRENGTHS, USES SMALL STEPS AND REQUIRES CLEAR LANGUAGE AND TARGET DATES.

BEHAVIOR MODIFICATION TECHNIQUES CAN BE USED IN THE METHOD SECTION OF GOAL PLANS. OTHER APPROACHES CAN ALSO BE USED, PROVIDED THE LANGUAGE IS CLEAR. ALSO, STANDARDIZED RATING SCALES ARE OFTEN USED TO IDENTIFY CLIENT STRENGTHS AND NEEDS.

HERE ARE SOME ARGUMENTS THAT PEOPLE SOMETIMES MAKE AGAINST GOAL PLANNING. WE THOUGHT IT MIGHT BE HELPFUL TO HAVE SOME POSSIBLE ANSWERS TO THESE ARGUMENTS RIGHT AT YOUR FINGERTIPS.

"I DON'T HAVE TIME TO WRITE ALL THE GOAL PLANS I NEED."

ANSWER:

YOU CAN START WITH ONE OR TWO GOALS. YOU DON'T HAVE TO DO EVERYTHING AT ONCE.

"I'M ALREADY DOING GOAL PLANNING. I JUST DON'T WRITE IT DOWN."

ANSWER:

YOU WON'T HAVE CLEAR COMMUNICATION.

YOU WON'T HAVE A PERMANENT RECORD OF WHAT YOU'VE ACCOMPLISHED

NOW WE'LL DISCUSS HOW YOU WILL BE USING GOAL PLANNING AFTER THE WORKSHOPS ARE FINISHED.

IF YOU ARE A PARENT OR SOMEONE WHO WILL BE USING GOAL PLANNING ON YOUR OWN:

a) How will you use goal planning?
b) How will you make goal planning a part of your everyday work?

IF YOU WORK AT AN AGENCY OR INSTITUTION, YOUR ASSOCIATE INSTRUCTOR WILL EXPLAIN HOW YOUR FACILITY WILL USE GOAL PLANNING. YOU SHOULD DISCUSS THIS AS A GROUP. FEEL FREE TO ASK QUESTIONS AND MAKE SUGGESTIONS.

GOOD LUCK
and GOOD
GOAL PLANNING!

GOAL PLANNING EVALUATION FORM

PLEASE FILL OUT THIS FORM AND GIVE IT TO YOUR ASSOCIATE INSTRUCTOR.

1. WHAT DID YOU FIND HELPFUL ABOUT THIS WORKSHOP?

2 WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING THIS WORKSHOP?

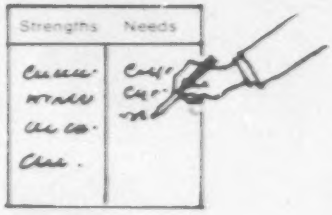
3. HOW DO YOU PLAN TO USE GOAL PLANNING?

TEAR HERE

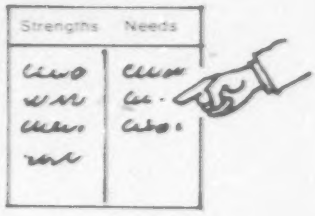
REVIEW OF GOAL PLANNING PROCEDURES

THE CLIENT SHOULD PARTICIPATE AS MUCH AS POSSIBLE IN EACH OF THESE STEPS:

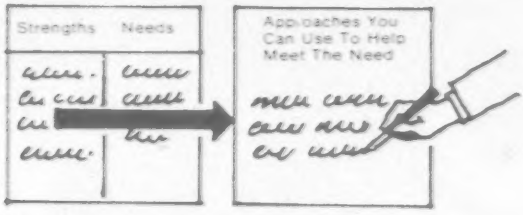
1. List the client's strengths (what he can do, what he likes to do and others willing to help) and his needs. State needs positively. That is, say what the client will do instead of what he won't do. Say "Robert speaks loudly enough to be heard" instead of "stops mumbling"



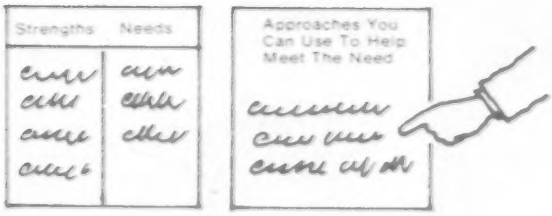
2. Choose a need which is important to the client. This should be a need where you feel you can make progress.



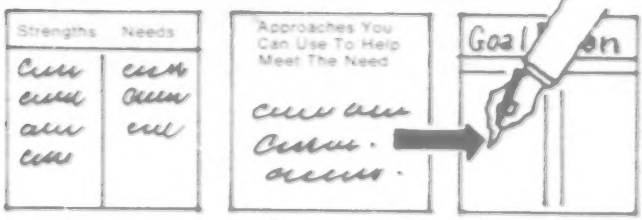
3. Now make a new list of approaches you can use to help meet the need. First, review each strength on the list for ideas. Then jot down as many things as you can think of.



4. Choose one approach that you feel would be best. This may be a combination of several things on your list. Keep this list in case you need to try another approach later.



5. Write a goal plan using small steps. (each step should be achievable in a few days to a week), clear (behavioral) language and target dates.



4/14/75

GOAL PLANNING WITH DEVELOPMENTALLY DISABLED PERSONS

OVERVIEW

Goal planning workshops are designed to train persons working directly with clients (front-line staff of agencies, group homes and institutions, parents & volunteers) in how to develop individualized client plans with the following features.

1) The client is maximally involved.

2) Focus is on the client's strengths and how to use strengths to help with his needs.

3) Small steps are used to achieve the goals.

4) There is a clear statement of "who will do what and when" including:

   a) behavioral objectives,

   b) staff responsibilities clearly stated,

   c) target dates.

Goal Planning Workshops

Workshops are designed for groups of 4 to 8 persons led by an associate instructor plus audio tape material. The associate instructor should have completed the workshop as a participant. An associate instructor's manual is available for his use. Each participant has a workbook which explains the concepts and has space for notes and exercises.

There are five workshop sessions of two hours each, ideally spaced a week apart. During the sessions, participants develop goal plans for clients that they work with. Between sessions they work on these goal plans and report progress at the next session. Goal plans developed during the sessions are tentative and the client is involved (and plans changed if necessary) before implementation.

Training materials are available from the Department of Behavioral Science, Pennsylvania State University, College of Medicine, Hershey, Pa. (phone 717-534-8265). Materials are free of charge, but supplies are limited. All materials may be reproduced provided they are not altered or sold for profit.

Relation to Accreditation and Funding Requirements

Goal planning will help to meet federal, state and accreditation requirements for individualized client plans including the following:

1) Standards for community agencies: Accreditation council for facilities for the mentally retarded of the Joint Commission.

2) Federal Rehabilitation Act of 1973 (requirements for individualized client plans in vocational and other rehabilitation programs).

3) Standards for certification of skilled nursing facilities under Medicare and Medicaid (Federal).

4) Medical assistance requirements for Intermediate Care Facilities (Federal).

5) Pennsylvania regulations for long-term care facilities.

6) Accreditation council for Psychiatric Facilities of the Joint Commission (individualized treatment plan requirements).

Goal planning is consistent with and can help to meet the above requirements. However, it's main use is as a treatment tool. It is a simple, effective way for front-line staff to organize client programs. It helps them to plan programs with clients and it documents what they are accomplishing with clients. Goal planning is a way to make "paperwork" requirements into a meaningful clinical tool.

Relation to Client Programs

Any client program (from behavior modification to transactional analysis) can be put into a goal planning format provided the client is involved, his strengths are used, small steps are spelled out and the language is clear. Frequently behavior modification or other methodologies are put into the "method" section of the goal plan.

All types of performance ratings or developmental rating procedures can be used with goal planning. These ratings are often useful in establishing the client's strengths and in identifying goals to be worked on.

Goal planning can also be used independent of other programs. It makes use of the front-line staff's (or parents) knowledge of the client and shows them how they can use this knowledge to develop a plan.

Relation to Other Record Systems

Many different forms can be used to write out goal plans. All that is needed is space for the goals (what the client will be doing when the goal is reached), the method (what staff or others will do to help him) and a target date (when you hope to reach the goal). Most facilities prefer to adapt their existing forms or to design forms to meet their special needs. Some example forms are included in the workbook.

The Problem Oriented Record System (P.O.S.) has received much attention lately and is being widely adopted. Goal planning can be used as the "plan" part of that system. In addition, we would argue for adding a "strength" or "asset" list to complement the "problem" or "need" list. This could be part of the "data base" in the P.O.S. We also feel that it is important to have target dates with each plan (not necessarily required in the P.O.S.). In all other ways goal planning is consistent with the problem oriented system. Goal planning workshops are often used to train staff in how to write plans within the problem oriented system.

Administrative Commitments Necessary

Effective goal planning requires strong, consistent administrative support. Plans for implementation should be made before training staff. Implementation should be preceded by a clear statement of administrative support. As goal planning is implemented, review procedures should be initiated. These procedures should include the following:

1) random sampling of clients,

2) interviews with clients,

3) checking records to be sure that clients' programs are accurately recorded including clear (behavioral) language and target dates,

4) feedback to staff emphasizing what has been done right,

5) staff and reviewer agree on what will be done to improve or expand goal planning by the next review date.

Goal planning procedures and training materials were developed by the Pennsylvania State University, College of Medicine, Department of Behavioral Science, under contract with Pennsylvania Office of Mental Retardation and a grant from the Social and Rehabilitation Service, Department of Health, Education and Welfare, Washington, D.C.